



**Identification of pupils in need of support for Social, Emotional and Mental Health (SEMH) difficulties**

Parents and/or school staff are concerned about a child – *Seek advice from Class Teacher, SENCo or Head Teacher.*  
*Ensure that the 'Emotion coaching' approach & behaviour regulation policy are being used effectively.*



Meeting/conversation arranged with child/parents/class teacher and any initial actions agreed. (**Learning Conversation form to be completed and a copy to the SENCo and parents**).  
Class Teacher & SENCo to gather information and monitor progress. Complete a cycle of 'pastoral' intervention to support SEMH with ATA & evaluate the impact (**6 -10 weeks – 1st cycle of the 'graduated approach'**)



**6 – 10 weeks - Review - Is child still a cause for concern?**  
**and/or** do they require provision which is 'different from' or 'additional to' the provision provided for their peers that may be recommended by an external professional?  
**and/or** do they have a diagnosis from a doctor, educational psychologist or other professional?



**YES** – Complete an assessment using the Motional/Edukit screening tools and evaluate the scores to pinpoint any specific areas of need. Plan and complete a second cycle of intervention with HT or ATA.  
**Assess → Plan → Do → Review (second cycle)**

**NO** – No Further action required but continue to be aware of the child and ensure that they are offered the opportunity to revisit the HT or ATA when needed.

**6 – 10 weeks - REVIEW**



**Not working?**  
Referral to the NYCC SEN HUB – Seek advice from external agencies/specialists.

**Small steps of progress?**  
Continue with school support from sessions with HT or ATA

**Significant improvement?**  
No further action required. (As above)

**6 – 10 weeks - REVIEW**



**Not working?**  
Seek further advice from external agencies/specialists.

**Is working?**  
Continue with school support and/or advice from external agencies/specialists

**The school or specialists may suggest a referral to the Child & Adolescent Mental Health Services (CAMHS) if:**  
1. The pupils needs appear to be long term, severe and complex;  
2. The pupil has not responded to sustained & relevant measures taken by the school and external agencies/specialists;  
3. The pupil may require SEN provision which cannot reasonably be provided within the resources normally available to mainstream schools.



# Leyburn Primary School

